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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Interesting Figures

SECRETARY S. D. SHANKLAND of the Department of Superintendence gave the Massachusetts Schoolmasters' Club on February 25 some highly interesting figures.

Of the 7,284 school superintendents in the United States 3,119, or 43 per cent., are members of the Department of Superintendence.

Of the 891,000 public school teachers in the United States 170,000 were members of the N. E. A. a year ago, or 19 per cent.

Of the 123,162 lawyers in the United States 24,750, or 20 per cent., are members of the American Bar Association.

Of 148,000 physicians in the United States 91,000, or 51 per cent., are members of the American Medical Association.

Texas had the largest membership in the Department of Superintendence. Three New England States had 100 per cent. membership.

Five hundred different persons contributed to the Year Book of the Department.

At the exhibit there were 204 firms in action, and 721 men and women on duty.

There were sixty-one breakfasts, luncheons, dinners, teas and banquets scheduled.

There were eighty-two persons scheduled to speak.

There were 164 hours of talking scheduled, and thirteen and a half tons of printed matter provided by the exhibitors.

The Chicago Situation

THE Public School Emergency Committee of Chicago makes a statement which the Woman's City Club Bulletin publishes in full in its February issue. We have never seen anything regarding the so-called trial of the superintendent so plainly stated as here.

"Never in so unblushing and brutal a fashion has the spoils system dared to lay its hands upon our public schools. Never has patriotism been so brazenly invoked to cover up the designs of a plundering crew of political pirates. . . . When they say patriotism they mean plunder. Behind the picture of Washington lurk the conspirators who seek to make the school funds, the school lands, school contracts,

school textbooks of this city serve the purpose of political scoundrels."

Somebody must be responsible for such language. If there is any trace of truth in this charge then Chicago can be depended upon ultimately to deal with any "plunders," "pirates," "scandals" adequately.

There is no question but that the educational public of the United States does not sympathize with the present Chicago Board of Education, but the educational public has no information as to the truthfulness of such statements regarding the motives of the present leaders.

If it eventuate that any parties to this state of affairs profit from any manipulation of "school funds, school lands, school contracts, or school textbooks," the reputation of Chicago will suffer as no American city has suffered in recent years, for never before has there been any demonstration comparable to that of the past few months in Chicago.

The Chicago press as a whole and Chicago citizens as the nation at large knows them have broadcasted a view of the situation that is anything but creditable to the city, and inevitably the American public forms its opinions from such sources of information.

Nothing can be done wisely by the outside public but await action by those responsible for the present crisis. The reputation of Chicago is in the keeping of those now in power.

Senatorial Educator

W. N. TAYLOR, for seven years executive secretary of the Mississippi State Teachers Association, has served four years as senator of the largest city and wealthiest county in the state, and is re-elected by a large majority for four years more. Thirty of the thirty-six voting districts gave him a majority.

This is an unprecedented professional and political recognition, but there is higher significance in it than appears in the mere announcement. It demonstrates two important professional conditions.

First, State Teachers' Associations are accustomed to select as executive secretaries men of high civic as well as professional qualifications. The country over the executive secretaries are men of state-wide acquaintance, with universal confidence of the people as well as of educators, men of established administrative ability.

Second, men with this rare combination of ability and appreciation are willing to accept the position of executive secretary, which would never be possible but for professional and public faith in the dignity of the position and the stability of the office.

Nothing is of greater importance to the profession than that executive secretaries of State Associations should be safeguarded officially.

When official ability in all ways is established, tenure should be secure.

It is high tragedy to provide tenure for teachers when teachers will not provide tenure for their own selected and elected professional administrators.

One of the glorious features of the National Education Association of 1927 is its provision of tenure for its official servants at headquarters with insurance for any one of its administrative force who is permanently incapacitated by disease, accident or age.

For the first time the National Education Association is in the front rank in appreciation of professional service.

Vermont and Mississippi

ONE of the most delightful interchanges of sympathetic courtesies was that between State Superintendents Clarence H. Dempsey and W. F. Bond.

After the terrible flood in the Mississippi Valley the school children of Vermont, through State Superintendent Dempsey, sent the school children of the washed-away schoolhouses a thousand dollars.

Later, when schoolhouses were washed away by the flood in Vermont State Superintendent Bond of Mississippi asked the children in the schools that had been flood sufferers in his state to send a greeting to the children in Vermont whose schoolhouses had been washed away, and in the name of these Mississippi flood sufferers Mr. Bond sent five hundred dollars to flood sufferers of Vermont.

Was there ever a lovelier exchange of affectionate greeting than this between the states of extreme North and South?

The Kansas State Teachers College of Pittsburg, Dr. W. A. Brandenberg, president, has more than twenty enrolled in its school for janitors.

Appreciating George C. Bush

FOR twenty-three years George C. Bush, superintendent of South Pasadena, California, has been among the leaders of Los Angeles county, civically as well as educationally. While many school systems in Southern California have had varied experiences and several changes of superintendents, Mr. Bush has been one of the leaders whose leadership has been constant and consistent. In appreciation of this he was recently given a reception by the teachers, and among other testimonials was a life membership in the National Education Association.

New England and the West and South

By A. E. WINSHIP

THIS Boston meeting has been New England's great educational ripening. What green fruit is to ripe fruit the West and South are to New England. All growth in fruit is while it is green. The ripening merely gives flavor, size and perfection of form. New England has not natural resources, neither climate nor soil, even ice is better made by frigidaire than by zero weather, and concrete made by cement named from Portland, England, and not of Maine is every way better than granite, and even marble is at a discount. We go to Montana for wool, and to the South for our cotton, to New Mexico for hides, to California for fruit, and to Florida for July weather in January.

It was a Boston enterprise that built the Michigan Central, the Burlington, the Northern Pacific, the Atchison, Topeka, and Santa Fe railroads. Boston is one of the most important financial centres of America, and the foundation of our great banking business was in the financing of those railroads. It was Spokane of Northern Pacific fame that has given to this convention the classroom leadership of Jean Soules, president of the Classroom Teachers Association of the National Education Association, and it is Seattle that gave us Agnes Winn, who has led the classroom teachers to provide nine-tenths of the dues of the National Education Association.

It was the meeting of the National Education Association in Seattle last July that intensified the enthusiasm for this meeting. It was Dallas of the Southwest that decided upon the location of this meeting in Boston, and it was California of the Union Pacific and Santa Fe system that gave us President Gwinn, who has brought us the greatest program on record.

We may laugh about Chicago in the presence of McAndrew, but we go through Chicago to get anywhere, and we stop off in Chicago to get anywhere from there. We can go anywhere on the Pacific Coast from anywhere in New England quicker if we go via Chicago than we can by not going through Chicago.

The West has been the vast market for anything and everything with a New England flavor, and now for the South we are harvesting the choicest of everything that has a New England flavor. More automobiles in New England today are from below the Mason and Dixon line than from anywhere in the world ten years ago.

What would this program have been without Susan M. Dorsey of Los Angeles, and Jean Soules of Spokane, without Fred M. Hunter and Arthur S. Gist of Oakland, without Glenn of Alabama and Kate Wofford of South Carolina, George Howard of North Carolina and Dwight Waldo of Michigan?

Where would anything educational be this year without Cornelia Adair of Richmond and Joseph Gwinn of San Francisco?

Where would this Boston meeting be but for Dallas in February and Seattle in July?

What would the Schoolmaster Rotarians have done in Boston but for Norman R. Crozier of Dallas?

Where would the hope of the future of education be but for the leadership of Agnes Winn of Seattle and Charl Williams of Tennessee?

Where would vocational education be but for Cooley of Milwaukee and Charlie Prosser of Minneapolis? Where would our shouting come from were it not for Oberholtzer of Texas and McBrien of Oklahoma. What would we know of Abraham Lincoln but for Corson of Ohio?

What would have become of the National Education Association in 1918 but for Mrs. Bradford of Colorado and Crabtree of Nebraska and for Francis Blair in 1927?

Finally, another personal word. Forty-two years ago Homer H. Seerley started on his remarkable career of creating the greatest State Teachers College in the New World. That same year David Bancroft Johnson came to Boston and got the first $1,500 with which to found Winthrop College, and that same year I took charge of the New England Journal of Education, and am indebted to the South and to the West for opportunities such as no other man has ever had.

The greatest problem of our time is how we are to adjust ourselves with the necessary promptness to the rapidly changing conditions of life.

—Ernest Martin Hopkins.

Belding's Page

SHARP EYES ARE WATCHING

ONE of the points upon which a teacher is judged by pupils is her promptness in handing back corrected papers. A teacher who always gets the papers back the very next day after they are handed in by the class receives a long credit mark. On the other hand the teacher who holds back the papers for days and then, perhaps, delivers them without any evidence of having read them carefully, or who fails ever to return them at all, is rightly regarded by the class as indifferent or lazy.

It should not be necessary to point out that the chief value of written work is in the careful checkup afterward, through which the pupil learns of his errors and is given practice in remedying them. When papers are not returned or are left uncorrected, a lot of errors and uncertainties remain in the minds of the pupils.

The most despised teacher is the one who is known by her class to be ill-natured and indolent, always sitting idly at her desk or leaning on a window sill, until the principal or some visitor steps in, when she puts on a charming manner, and is apparently so busy that it really seems a shame to take even a minute of her time. If the pupils could have their way for about five minutes with that teacher, they would treat her as Dickens did that old humbug, Silas Wegg. They would hail a passing dump cart and toss her into it. And she would be small loss to the class if she never returned. There is no place in education for a teacher who is not on the level. The influence of such a teacher is to subvert character.

STRIVING FOR COMPLETENESS

A CERTAIN elementary principal stands with many others in believing that a child's development should be well-rounded. So he has adopted the custom of giving out "letters" for scholarship as well as for athletics. Several styles of letter are bestowed, each indicating a different degree of attainment. But a condition of obtaining any of these coveted tokens in recognition of scholastic standing is—that the pupil must have obtained a grade of 80 per cent. or better in every study. The result has been a greatly increased attention to the strengthening of the weak points. This wise principal is producing a large body of children having a well-rounded preparation for high school, or, if that be denied them, for going out into the world of business.

FINE-LOOKING FOLKS

"I HAVE seen many conventions," said one man, "but never have I seen one attended by a finer looking lot of people; nor have I ever beheld such high-grade men and women conducting the exhibits linked to any convention."

Many remarks of a similar tenor were heard during the conference at Boston. One would travel far before discovering so large a group of equally earnest, intelligent, hopeful people. It is because the interest which they have in common is the most worthwhile interest in the world—the advancement of civilization itself through the lifting of individual lives to their best endeavors.

The glory of the cause to which men and women devote their lives is reflected in their faces.

THE ROSE-STREWN PATH

THE effort to adapt instruction to the needs of the individual is the keynote of modern education. To abandon that effort would be tragic.

Like every other worthy movement, however, this one can be carried to the point of absurdity.

Some of our theorists are so carrying it when they advocate teaching Raymond and Laura only the subjects that are delightful to them. If a boy likes arithmetic but not history, these purring professors say, teach him plenty of arithmetic, and let him omit history or slide over it easily. If a girl dotes on English and despises mathematics, these same apostles of the easy way advise teachers to administer lots of English and very little mathematics.

To follow such a plan is to accentuate peculiarities, and thereby produce intellectual freaks. Not only will their development be one-sided, but their attitude toward the difficult or disagreeable tasks of life that are bound to confront every one will be dispirited and limp. If we desire to raise up a generation of weaklings this is one way to go about it.

Due allowances must be made for individuals who, after reasonable trial and struggle, are found incapable of mastery in one field while able to progress in other fields. Not a few men and women can testify today that their scholastic careers were ruined and their student lives darkened by the insistence that they meet certain subject requirements which were for them impossible.

With all our attempts at adapting instruction to the individual, we should not lose sight of the usefulness of a well-rounded mental development, or the disciplinary uses of being required to do that which is somewhat difficult and perchance distasteful.

Anson W. Belding

Associate Editor.

Platform Echoes

Abstracts from a Few of the Many Significant Addresses Delivered During the Boston Convention of the Department of Superintendence

A LINDBERGH PATH

By EDWARD J. TOBIN
Superintendent, Cook County, Chicago

IT IS HIGH time to blaze a Lindbergh-path in rural education to replace the calf-path laid down a century and a half ago. This new trail strikes out in a direct line for health, good habits, the art of government and happiness. It aims at tying school tasks with the life of the child. These tasks should be a part of his real every-day lite.

The biggest idea and the greatest need in the world today is to make each school a working republic, and thus teach the art of government by doing. The most important thing for our children in these United States to learn is how to govern themselves, how to ascertain and obey the will of the majority.

There is not enough politics in the schools today. Politics is the art of government. Politics is the people in action operating the machine they themselves have created to run their government.

In my opinion it is not much use in trying to change the grown-ups. You cannot instill right ideas of government and leadership by preaching, by lectures, by mass meetings and other hectic measures. The real underlying place to start the campaign for better government is in the schools of America. There is only one way to cure the ills of a republic. That is through training in the art of government—politics—in the schools.

You cannot have a democracy without politics. Politics is democracy.

The most important duty in education is the formation of good habits. What we need above all is a required course in doing things gauged for the work-a-day requirements of plain people with instruction in it started in time to help pupils to form good habits of health, industry, thrift, and self-control.

This would accomplish more than any other influence to bring happiness to the individual—to stabilize social conditions—to bring about industrial peace—to insure obedience to law and to develop loyalty to government.

"Educate that you may be free" is accepted by all as necessary for the perpetuation of this free country. The school system established and maintained by this free country does little or nothing to have its product—our young people—form habits of earning, saving, expending, and investing money.

No matter what the country or the form of government, no man gets in touching distance of freedom unless he has won for himself a bank account, by earning, saving, and investing.

"OUR FRIENDS THE POLITICIANS"

By ERNEST W. BUTTERFIELD
State Commissioner, Concord, N. H.

OURS is a republic, not a democracy, a monarchy, a theocracy, a bureaucracy, or a proletary, and we trust not to demagogues, tyrants, soldiers or adventurers, but to politicians.

We superintendents and department workers, our principals and our teachers, are technicians. Our school board members, our university trustees, our city councils and mayors, our state legislators and governors, are politicians. They, as representatives of the citizenry, run the state through our skilled services.

On occasion we are prone to speak of politicians in terms of disapproval, though very happily most governors are progressive and close friends of education.

By any definition, all who seek office and all who by their fellows are elected to legislative, judicial or executive offices are politicians. Fortunately for our nation most of ours, now as in the past, in spite of recurring misrepresentation and abuse, in which we join, are patriotic, able and faithful servants of the state. In a republic politicians are a necessity. Most of ours are and even more of them would like to be friends of education and of the schools.

Thank God for our politicians.

THE PRINCIPAL AND THE CURRICULUM

By MARGARET M. ALLTUCKER
Assistant Director, Research Division, N. E. A.

THE two primary functions of a school principal are to carry out the policies of his superintendent in the particular school to which he has been assigned; and to administer and supervise his school in such a manner that he has a growing and developing corps of teachers as well as student body.

In order to stimulate, encourage and help teachers to grow in professional spirit and power the principal must not only have broader knowledge and vision than his teachers and an under-

standing of the details of school organization and administration, but he must also be a technical expert. He must have a reasonably satisfactory philosophy of the educational processes which he is to supervise.

No phase of school work offers such opportunity for professional growth as does curriculum building. It is the outstanding work of the teaching profession. All else that is done in a school system bears on the solution of the problem of building a curriculum and interpreting it to developing boys and girls.

No matter how scientifically a course of study has been built it cannot accomplish all that it should without constant adaptation to the needs of the children taught. Principals can do much in encouraging and helping teachers to make these adaptations. They are not always easy to make. It is much simpler to have pupils memorize and recite from fixed material than it is to train them to think and work independently. It is the principal's duty to give teachers the necessary help in making curriculum adjustments. In doing this he has an opportunity to promote the professional growth of members of his faculty. Usually the response is so great that one is inclined to agree with the superintendent of schools who says: "If teachers become mechanical workers, and the covering of the course of study becomes the end and the aim of work, it is the principal's fault."

THE NEEDS OF ADOLESCENT YOUTH

By GEORGE M. WILEY
Assistant Commissioner of Education, New York

THE youth of today puts more emphasis on social and civic responsibility and on the importance of moral training and ethical character than is apparent in most of our theoretical discussion. The complexity of modern life has developed with such astounding rapidity that it is little understood by those of mature years. How much greater does this problem appear to youth with its limited experience, confronted with the necessity of early adjustment or probable failure.

Youth needs more than ever the stabilizing influence and moral training of the finest type of American home. Youth needs counsel and advice offered in the spirit of sympathy and understanding. The statements of high school boys and girls regarding guidance and vocational training indicate clearly an appreciation of the purposeful character of life. The fundamental philosophy of youth is sound in the essential relationship which he sees between health and hygiene and all other activities of life.

The adolescent needs to be understood. It is a period of change in which understanding and sympathy are fundamental. The adolescent needs creative opportunity. He needs to become acquainted with nature, society and self. Youth needs a living religion.

THE STATUS OF THE SUPERINTENDENT

By E. C. HARTWELL
Superintendent, Buffalo, New York

WE DO NOT believe in America in benevolent despots. We are committed to a theory of government which defends the right of the people to make their own decisions and pay for their own mistakes.

The fact that in many individual cities the public has failed to accept what may generally be regarded as sound principles of school operation must not make us unmindful of the great and general improvement which has gone steadily forward during the last twenty-five years.

As a group superintendents believe that the schools should be professionally administered by men technically trained for the work. This theory frequently finds itself in conflict with selfish, personal and political considerations.

Chicago, as an example, has made itself the laughing stock of the world, and Chicago is by no means the only community in which the efficient management of the schools has been interfered with by organized and hostile influences.

Fixed responsibility in the hands of a superintendent trained for educational leadership and secured in its exercise is a wise prescription for any community desiring the best in educational results.

RIGHT USE OF INTELLIGENCE TESTS

By WILLARD W. BEATTY
Superintendent, Bronxville, New York

THE greatest service rendered by the intelligence testing movement has been to establish with a degree of scientific accuracy the existence of fundamental differences between individuals.

Differences among individuals have always been known to exist, but for many years they have been ignored in planning our public courses.

The greatest harm which has been done by the intelligence testing material has been the expression of these differences in ability in terms of a single numerical value. Lumping together an individual's reactions to a large number of tests and expressing this in a single numerical value has allowed us to ignore the fact that identical scores may be made by pupils whose reactions to the constituent tests were utterly unlike. This fallacy has led to the acceptance of ability groupings as a satisfactory solution of the problem of individual differences.

Ability groupings, by emphasizing the fact that differences among children justify different treatment, have made a break in the traditional lock-step schooling.

LIBERALIZE THE SMALL HIGH SCHOOL

By WARREN W. COXE
State Department of Education, Albany, N. Y.

PROBABLY the most pressing problems in secondary school curricula today are those which are being faced by the small high school. Ninety per cent. of the small high schools in New York State offer only a college preparatory course. Out of every 100 students enrolled in the first year of these small high schools, ninety-five do not make use of this kind of training. It is probable that conditions are not much different in other states.

I have made a study of the needs of these boys and girls who will not ask to be admitted to the traditional college. My findings indicate that commercial work, industry, and agriculture take a very large proportion of these pupils as judged by studying their later careers. This would mean that the high school course must be general in nature and give the pupils a chance to orient themsevles in a number of different fields.

The greatest need for modification in the small high school is in the first two years. The modifications will be in the direction of liberalizing the course of study. It is doubtful if adequate training can be given along many specific lines because of the small number of pupils, but it is possible to give an appreciation of a variety of activities so that the foundation will be laid for sane and sound judgments in choosing a vocation and in making other personal decisions in regard to a life career.

AIMS OF SECONDARY EDUCATION

By THOMAS W. GOSLING
Superintendent, Madison, Wisconsin

SCHOLARSHIP, in its conventional sense, is within the reach of only a part of our population; for even this part something needs to be added to scholarship in order to make life purposeful, productive and beneficent.

I mean by this that the rapid change from a selective to a non-selective basis of enrollment is forcing the schools to recognize the importance and the significance of individual differences. We are passing through a peaceful revolution, at the end of which we are likely to find a new conception of the importance of each individual not only to himself but also to society. The social philosophy which is evolving out of this revolution will make it impossible for us to ignore the claims of anyone, even the humblest, for his rightful share of public interest and of public concern.

Whether a student is preparing for scholarship, for the mastery of technical processes, or for creative expression in the fields of art, or for manual dexterity whereby to earn a livelihood, there still is a purpose which will dignify his labor and bind together his scattered efforts and give him a real reason for living because he finds his own endeavors occupying a due place in the great scheme of things of which he is a part. The activities in which the pupil engages from day to day will be determined by the specific task he has to perform; but whatever the task, it may be illumined by an understanding of its meaning and of its relationship to larger things.

OUTSIDE THE CURRICULUM

By OSCAR CHARLES GALLAGHER
Superintendent, Brookline, Mass.

EDUCATION does not stop when the bell rings. The activities in which pupils engage in their school, community, and home life count greatly in their education. Things boys and girls do are the things they learn. The school, if it is to render its maximum service, must encourage every boy and girl to find satisfaction through participation in the life of the school and its community. Both the school and the larger society need contributions of youth. Student activities in an ideal school are spontaneous and lifelike. They reproduce within the school situations typical of social life, somewhat purified and idealized, but always vital.

Extracurriculum activities fall into three distinct fields—participation in government, including homerooms, class organization, etc.; all activities that can grow out of the curriculum; supplementary school agencies, such as Boy Scouts.

Every school needs to have a constructive policy for stimulating, guiding, and, if necessary, limiting pupil participation in extracurriculum activities.

THE HIGH SCHOOL TEACHER

By EDWARD J. EATON
School of Education, Boston University

THE older school boy has been the neglected child of the educational family circle. For some time the early adolescent has been receiving our attention, and we are well on our way to better educational practices in the intermediate grades through the scientific development of the junior high school. But the senior high school teacher has occupied a position of isolation, and hardly understands the language employed by those in the lower grades and kindergarten. By his close proximity to the college he has been dominated by the fetish of college entrance requirements and blinded to the requirements of youth. As subject-specialist he has of necessity knelt before the shrine of formal discipline unmindful of the real and immediate needs to be met by the older youth under his charge.

A new era has dawned for the senior high school as universal education has gradually crept up the incline. Legal enactments of one kind and another have given force to advancing public opinion, and

the youth that formerly left school somewhere below the tenth grade is continuing on, and there is no denying him. Changed social and economic conditions are even more insistent than compulsory school laws, and the traditional formulas of education no longer work. Academic subjects must justify themselves for large majorities of non-college preparatory students. It is to this new task that the senior high school teacher must address himself: To have a clear understanding of later adolescence, to know the proximate needs of the older boy, and to make the proper adaptations of subject and method to meet the dual relation.

EFFICIENT SPENDING

By FRED M. HUNTER
Superintendent, Oakland, California

SCHOOL systems are frequently administered more in the interest of the reputation of superintendents, teachers, business managers, and architects, and to the profit of private businesses and contractors than in the interest of children. School money is wasted, school programs handicapped, and the support of education is endangered by loose and thoughtless, or personal and selfish, policies of control by boards of education and executives. One purpose of school administration and business management is defensible—and one only—namely, the best provision for the teaching of children which the money provided by the state and community will buy when handled by a scientific and professional (disinterested) plan of administration. Good teaching for all types and classes of children, not professional reputation nor money profits, is the goal of school administration.

I know a superintendent of schools in a city of 150,000 population who in a single year saved seventy-five teaching positions (or $150,000) in the schools under his charge without doing injustice to a single teacher by an indefensibly heavy pupil or "pupil-period" assignment. He merely inaugurated a "check-up" system on small classes and non-teaching positions.

Three American cities of 200,000 to 300,000 population inaugurated programs for the erection of new school buildings during the years from 1920 to 1928.

City "A" voted $6,000,000 and housed 8,000 pupils. Average cost per pupil $750.

City "B" voted $8,000,000 and housed 15,000 pupils. Average cost per pupil $533.

City "C" voted $10,000,000 and housed 30,000 pupils. Average cost per pupil $333.

Each city had similar housing needs and erected buildings of permanent fire-resistant construction.

The American people are thoroughly devoted to the cause of public education. Whenever issue is joined in a battle of ballots over school matters the schools and the children inevitably win provided the responsible executives show to the electorate full and complete evidence of efficient and economic trusteeship of school funds, and the necessity for victory for the school cause, as separate and apart from other issues.

A people with a fortune of 300 billions of dollars and an annual income of 100 billion dollars is willing to spend two billion dollars per year in education—yes, and more, if that people is assured that the two billion is effectively invested in cultural and spiritual values in the lives of its twenty-five million youth, and that such investment is predistined to pay the rich dividends of a happy and prosperous democratic civilization for all posterity.

FITTING THE MAJORITY

By L. THOMAS HOPKINS
University of Colorado, Boulder, Colorado

THE secondary school should be organized to meet the needs of the majority of its pupils. I mean by this that the subjects offered, the content of each, and the methods of teaching should be adapted to the life needs of the 92 per cent. of pupils who do not go to college, instead of the 8 per cent. who now attend institutions of higher learning. Schools which are operated at public expense are responsible for the development of all of the pupils to the limit of their abilities, rather than the few who are academically minded to the neglect of the others.

The typical high school in this country has one hundred pupils and four teachers. Its program of studies consists almost entirely of the academic subjects of English, foreign language, mathematics, history, and natural science. The content of each of these is organized exclusively for the college preparation of the few and not for the life needs of the many. Even in the case of the few who go to college, the content studied in any one of these subjects is of little value except for vocational purposes.

The reasons for such a condition may be seen in college entrance requirements, which practically compel small schools to teach only academic subjects; state laws and regulations, which demand academic subjects for high school graduation; high school principals, who are too conservative and too loyal to traditions to make any changes; parents of the favored few, who want their children to go to college and who influence local school authorities; and pupils themselves, three-fourths of whom elect 75 per cent. of their high school units from the academic fields, in order to keep open the avenue of higher education in case they wish to use it in the future.

The remedy for this condition is to keep the present academic subjects, but make radical changes in their content so as to make it of

greater use value; add more non-academic subjects so as to meet the needs of pupils with different interests and abilities; introduce more extra-curricular activities of the semi-intellectual rather than the athletic type; employ more professionally trained high school teachers, who are open-minded enough to view the present situation unhampered by tradition; and secure a new attitude toward the problems of secondary education on the part of the officials of higher institutions. If the American secondary school cannot organize its work in terms of the welfare of the majority of its pupils, then the question of supporting it by tuition rather than public moneys is pertinent.

IMPROVEMENT WHILE IN SERVICE

By FRED S. LIBBEY
Superintendent, Franklin, N. H.

MANY have been the suggestions given for improvement of teachers in service; but one fact must be clearly recognized, that in the means used for improvement, care must be taken not to mechanize a teacher. A mechanical teacher is not an improved teacher, not a good teacher, and never can be so long as she remains merely a machine.

The essential thing to develop or improve in a teacher is that peculiar, animating and inspiring principle which pervades and tempers the conduct of men and characterizes them or their work —the spirit of the individual.

The explorations of the superintendent should be, to discover in his staff those who possess the teacher spirit, for they are real teachers. If the spirit is there it will be self-evident and self-developing; if it is not there the first task of all is to create it by a proper selection of means employed.

A teacher, improved by developing the real teacher spirit, becomes an agent of service immeasurable. The real service spirit of a teacher will be the deciding factor in her employment a few years from now, not has she a degree.

NEWSPAPER PUBLICITY

By W. J. AVERY
Superintendent, Alexandria, Louisiana

TO BE EFFECTIVE, school publicity should be continuous and systematic, free from propaganda, politics and selfishness. Emergencies require special treatment in accordance with local conditions. The public press is the best medium of contact between the schools and the public, practically every daily being eager to publish all news of importance about the schools, going to considerable trouble and expense to procure correct information, willing in nearly every case to support laudable, practicable school undertakings. The daily is read by all classes of citizens, forms school contacts with people in every walk of life. The newspaper as a medium of school publicity is too often neglected by school authorities, though its use is on the increase.

THE TASK OF THE COLLEGE

By ELLEN FITZ PENDLETON
President, Wellesley College

THE essential task of the liberal arts college is to develop in the student the ability to think. The first condition which will secure this objective is health. While the men's institutions were still providing sports for a chosen group of athletes, the women's colleges had organized departments of hygiene and physical education whose duty it was to meet the needs of the individual student.

Given the emphasis on health, we turn next to the curriculum and the classroom as the most important factors in accomplishing this great task of teaching students to think. All the discussions on the making and remaking of curricula, the introduction of honor courses, tutorial systems, and the general examination, are attempts on the part of the teaching staff to secure this great aim of leading students to think for themselves. Indeed, often to save time the teacher must collect information from various sources for the students, but just as often the student must seek it for herself. In either case the pros and cons in any given subject must be presented, and the student led to draw her own conclusion and form her own judgment. It is because we believe that our students should hear both sides of a question that some of our critics class the women's colleges among organizations subversive of the constitution. Those of us who know our students could tell many cases in which the propagandist has defeated his own end, for the student has not needed the help of her instructor to discover the fallacy of an argument.

But what of the students today? If we were to believe the tabloid sheet, we should be discouraged indeed. Since the days of St. Jerome it has been the custom of the older generation to deplore the weakness of the younger. The young people of our colleges are on the whole upright, frank, intelligent, making some mistakes, to be sure, but no more, and perhaps fewer, than their forebears at the same age.

Are we accomplishing this task of teaching our students to think? We are not satisfied that we have found the solution of our problem. We should not be greatly concerned whether we are classed as old-fashioned or modern, conservative or progressive; rather we must be sure that so far as we are able, we choose the good rather than the bad, the right rather than the wrong. Then we may face the result with courage even though we be named by the unthinking among the radicals.

TRUE FREEDOM IN EDUCATION

By W. CARSON RYAN, JR.,
Swarthmore College, Swarthmore, Pa.

EXAMINATION, school marks, and a great deal of the mechanics of present schools will have to be abandoned if there is to be any real freedom in education. It is not that these things are necessarily bad in themselves, but that they are symptoms of an excessive emphasis on the routine of school keeping rather than on the real task of educating human beings.

Three main elements emerge in any consideration of freedom in education. These are:—

1. Freedom from the restrictions of a course of study, a content of education, a prescription, that has long been outgrown by America, if, indeed, it ever genuinely applied to us.

2. Freedom from the needless conventional methods, the routine, the things mistakenly called discipline, that hamper us all about in education.

3. Freedom for the teacher himself or herself; that he or she may be a creative, responsible person, free from pettifogging external control, free to build a life so real and rich and human that a better education is bound to come from it.

Of all the restrictions that operate in education throughout the world at present I am inclined to put the restrictions of a detailed course of study as the worst. The entrenchment of the old course of study, the "regular" subjects, the traditional content, is all the more incredible when we recall how comparatively new (as the ages go) this old content is, and how long it has been abandoned theorectically by even moderate conservatives.

THE OFFICIAL OR THE MAN

By JOHN EDGAR PARK
President, Wheaton College, Norton, Massachusetts

HOW can one be an efficient official and at the same time preserve his humanity? From God down to the veriest beggar on the street we are all caught on the horns of this dilemma. We are all officials, we are all in livery, whether it be a doctor's gown, a roll-top desk manner, or a beggar's rags, and yet we all would prefer to be considered persons. There are three types of officials.

The first is the sentimentalist who never can think his position out, whose personal prejudices, friendships, whose pities or prejudices are always interfering with his official duties. His dislike of giving pain is so great that he continues to keep inefficient servants year after year in his department. His friendliness is so great that he engages delightful people on the score of their personal relations to himself. He has never learned the art of that friendliness which still holds himself and every one else officially to the line of plain duty.

The second type is the bureaucrat. He is nothing but a "president" or a "superintendent." His own name might just as well be omitted. When you subtract his office from him there is no remainder. He gets all the forms filled in at the proper date. He runs his school with deadly uniform efficiency. He is proud of his position and tries to make every one feel his importance.

The third type is the rarest. He is the man who has preserved in and around the official his true humanity. You look at his face instinctively rather than at his most resplendent livery. He is loyal to his institution because he sees further than it. He is interested in the ultimate aim of the system, not merely in seeing the wheels go round. He can see over the edge of his own push-cart. He recognizes that the place of an institution is to create an atmosphere in which something can accomplish itself.

EDUCATION THAT GLORIFIES

By DANIEL L. MARSH
President, Boston University

FORMAL education is in need of a transfiguring *plus* that will glorify the commonplace. We have a right to expect education to make a man self-supporting, acquaint him with practical measures for comfortable living, prepare him for citizenship, make him a man of letters, or a theologian, or a scientist, or an artist. But education should go further; it should strengthen and broaden man's faith in God; make keener his appreciation of spiritual realities; furnish him with a just conception of human life, its needs, possibilities, and obligations; deepen the distinction between right and wrong; strengthen his convictions of those truths which surround right with the most impressive sanctions.

We must create such an atmosphere around our students as will make them sensitive to life's tragic grandeur. We must keep a clear vision as to the true end and aim of educational endeavor—the unfolding of personality, the cultivation of ideals, the bestowal of vision, the clarifying of purpose, the strengthening of will, the development of power.

I believe whole-heartedly in the practical values of education; but while holding steadily to such values, I plead also for a *plus* that will cause a Divine nimbus to rest over the commonplace things of life; that will transform the primrose into the Court of Deity and make the golden-rod significant with the Awful Immanence; that will ennoble and enrich life and give meaning to it; that will give sanity and order to the Universe, and lead us on to all things true and beautiful and good.

PRINCIPAL AND SPECIALIST

By BANCROFT BEATLEY
Assistant Professor of Education, Harvard University

IT IS INCREASINGLY evident that even the most competent secondary school principal is incapable of dealing adequately with all the phases of secondary education. To meet the situation, specialists in English, vocational education, and other fields are being employed to take over the work of supervision from the high school principal. Yet the principal is urged on all sides to spend more and more time in unifying the instruction in his school. It appears that it is the specialist's work to take the child apart and the principal's to put him together again.

Both principal and specialist have distorted views of secondary education. Each is needed to supplement the work of the other. In case they disagree, who shall resolve the conflict between them? In the past the man with the higher rank has won out.

The relationship between principal and specialist should be a co-operative one between equals in rank. Either should be able to take a question to higher authority without going over the other's head.

If principal and specialist are to be co-ordinate, a clear-cut division of function must exist. The principal should be responsible for co-ordinating the instruction in all special fields. The specialist should bring instruction in his field into harmony with the general objectives agreed upon. Principal and specialist should be jointly responsible for defining the place of the special field in the total offering.

A council on secondary education composed of principals and specialists with superintendent or assistant superintendent as co-ordinator is needed in larger cities. The strong secondary school principal of the future will prove his strength not by the display of authority but by the conviction carried by sound points of view.

EDUCATIONAL GUIDANCE

By F. E. CLERK
Winnetka, Illinois

TO TEACH children is more important than to teach subjects and one cannot teach children without practicing some form of educational guidance. If good teaching does anything at all it stimulates those who are taught, and whether they have been conscious of it or not all the great teachers of the past have been practicing educational guidance.

It is not a question of introducing educational guidance into the curriculum as much as it is a question of organizing and giving definite purpose to the educational guidance inherent in any good program of teaching.

The purpose of educational guidance is not to tell a pupil what subject he should take, what

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higher school he should prepare himself for, etc., but rather to help him to know himself and to know the educational opportunities that are available to him and then to know upon what principles to adapt himself to his opportunities in the light of his interests, abilities, ambitions, etc.

Educational guidance is the function of every teacher, and every school should be organized to consciously promote it.

INDIVIDUAL INSTRUCTION

By A. J. STODDARD
Superintendent, Schenectady, N. Y.

WHATEVER may be the final place of intelligence and standard achievement tests in educational procedure, they already have made a lasting contribution in exposing the absurdities of mass instruction.

These tests have astonished us by showing how great is the variation in ability amongst children within the same school grade or at the same age level, frequently as great as six or seven years. This fact has led us to realize how ridiculous it is to carry on class teaching expecting more or less uniform achievement from the same assignment made to all the children of a grade.

The expression, "individual instruction," does not mean a return to the tutorial plan and has no relation whatever to physical segregation of the child. The individual instruction of a child involves the development of the proper social reactions in him just as much as the acquisition of skills and knowledge. This type of instruction shifts the emphasis to and focuses the attention upon the individual child. It substitutes the personal for education en masse. It measures the effectiveness of teaching not so much by class averages and grade norms as by the progress each individual child has made in proportion to his ability. Taxpayers are not interested in averages but in individual children.

Every possible device must be used to determine the nature of aptitudes and interests and the extent of the ability and achievement of each child in order that instruction may be fitted to the needs of each particular case. Although at times a part or the whole group may be participating in the same activity, the checking and follow-up work must be individual. Constant diagnostic tests must be used to determine progress and results taken as the basis for the remedial work which is applied according to each child's needs.

JOTTINGS

BANQUETERS on two occasions were taken in by an after-dinner speaker introduced as the Count DeLuca of Milan, Italy—who turned out to be a plain American named Cook with a gift for impersonation. The revelation of this humbug must have been especially painful to those dignitaries who sat next to the "Count" at the speakers' table and labored to converse with him during the meal. Why mention names? These victims have suffered enough already.

According to Secretary Crabtree, 19.8 per cent. of the nation's teachers are now enrolled in the N. E. A. This is practically the same as the percentage of lawyers belonging to the American Bar Association. Surely this is an encouraging sign that the professional spirit is spreading through the educational ranks.

William McAndrew struck a high note in his tribute to the exhibitors, whom he called missionaries of educational progress. He complimented the splendid work these men and women are doing in purveying books and equipment to the schools, and he pointed out the value to the school administrators in the information which these sales people bring them.

One amusing feature of the Boston meeting was the reference to the principals as "masters." It was not always spoken clearly. For instance, one man said: "I am master of the —— school."

"Do you have pastors in your school?" was the rejoinder. It was really amusing to see how impossible it was for some faraway superintendents to "orient" themselves to Boston "masters" and the Boston "School Committee."

There has never been anything comparable to the Life Membership in the National Education Association as a means of recognizing the professional appreciation of an educational leader in a city or county system, or institution of learning. It is strictly professional, is every way dignified and makes no unreasonable draft on the contributors thereto.

Within ten days of the close of the Boston meeting of the Department of Superintendence Willis R. Skillman, of Kane, Pennsylvania, had in the hands of every teacher, school board member, and the press of the city, a skilfully prepared report of four thousand words.

It is by far the most complete report we have seen in four thousand words, and it is quite unusual to have a superintendent get a report in action within ten days of the close of a convention.

One of the most forceful and tactful addresses heard at the Boston meeting was by Lida Lee Tall of the Maryland State Normal School at Miss Caroline Woodruff's administrative women's banquet. She packed big things in small packages. "Ours is a great business. We take raw material, appraise it, develop it, use it, and distribute it." "Our need as promoters is a sense of humor, magnetic power, salesmanship, personality, a spirit of comradeship, love of our fellowmen, and, above all, a love for little children."

How many districts of the country can boast that they sent the whole faculty of a school? District No. 10 of Dallas County, Texas, did this in delegating Howard H. Martin, who is the "entire works" in his school. County Superintendent Goerner, who likewise attended, testifies that Martin's school is a real one. The presence of these two men from Texas speaks well for the enlightened attitude of their trustees.

Former President Randall H. Condon was proud of the fact that forty members of his staff in Cincinnati had come to the convention at their own expense.

One of the unique and interesting features among the exhibits at the Convention was the large birthday cake, lighted with ten candles, in the booth of the John C. Winston Company of Philadelphia. The Winston Company was celebrating its tenth anniversary as publishers of educational textbooks.

The remarkable success of this department has been due in no small measure to the able leadership of its general manager, James G. Stradling, whose father was connected for many years with the old Werner Book Company. On Sunday evening, February 26, the representatives of the Winston Company who were attending the Convention entertained Mr. and Mrs. Stradling at dinner in the Brunswick Hotel. During the evening P. B. Hall, its New Jersey representative, in behalf of his associates, presented to Mr. Stradling, a beautiful gold watch and chain as a token of their loyalty and affection.

Shankland and Allan are responsible for the superb management of all the details of the Boston meeting.

One of the outstanding features of the Boston meeting was the conception of six vesper services at the same hour, Sunday, 3.30.

These services were held in the Old North Church, historically famous because of the Paul Revere lantern episode. Faneuil Hall, made famous in every national crisis where thrilling oratory has played a part. King's Chapel, that has never been suspected of wrecking American patriotism because of its historic name. Park Street Church made famous for its traditional devotion during Brimstone and other fundamental issues of the century. St. Paul's Cathedral, opposite Boston Common, which has maintained its daily religious service, as has King's Chapel through the century. Arlington Street Church, which now has special interest because its pastor, Dr. Samuel A. Eliot, is the son of Dr. Charles W. Eliot, the most adored president the National Education Association has had.

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The Boston Resolutions

THE Department of Superintendence of the National Education Association at its meeting in Boston on March 1, 1928, adopted the following resolutions:—

1. The welfare of the children now enrolled in the schools of the United States is dependent upon our ability to make available to boards of education, to superintendents of schools, and to teachers throughout the nation the results of current practice, of experiments wherever they are conducted, and of the results of scientific investigation.

The federal government has long accepted responsibility for conducting inquiries and disseminating information concerning the public schools.

We hold that economy and efficiency demand that the activities of the federal government dealing with education be consolidated in a Department of Education under the leadership of a Secretary with a seat in the President's Cabinet. We urge that adequate support be provided for this department in order that it may conduct such inquiries and disseminate such information as will make for the highest degree of efficiency in all of our schools. We know that this service can be rendered without in any way interfering with the constitutional right of the several states to control, administer, and supervise their own schools. We, therefore, urge the Congress to pass the Curtis-Reed Bill which embodies the program which this Association has consistently advocated throughout its history.

2. The evidence taken as a whole does not justify the conclusion that the young people of today or that the people generally are worse than they have been in any previous period of our national history. On the contrary, there is abundant reason to believe that in the total there has been a marked improvement.

The public schools as well as the private are not indifferent to the formation of character as fundamental to all else. Character forming situations are the rule not the exception in the school life of today. It is undoubtedly safe to say that the typical school situation from the moral point of view is decidedly above life at large in its standards of ethics and personal conduct. Only those who look for moral education in terms which ignore the spirit or exalt the form fail to see this.

But no matter how the present may compare with the past, there is vast room for improvement. We should emphasize the fundamental importance of the problem of right living to the extent that every teacher should be conscious of it as a primary objective in teaching. This implies support of research and of scientific experiment in evaluating techniques of character education suitable to all levels of school life and to the ever-changing nature of the world in which we are living. A continuous professional study of this problem setting forth a proper apportionment of responsibility to the schools in their relation to other agencies and perfecting methods by which to meet this responsibility is vital in public education.

3. Any just consideration of the cost of our schools must take into account the depreciation in the dollar, the demand of the public for ever broader educational service, the ability of the public to pay, and, above all else, the vital importance of education in a democracy. It is only through the development of people that material values are enhanced. Only by such development is life as a whole made more worthwhile. Education, conceived of as an investment in life itself, justifies substantial expenditure upon it. Extravagance is inexcusable. Every proposed expansion of educational facilities should be carefully studied. We should continually weigh the results, so far as we can define them, against the costs, and as individuals and as a profession we should not lack the courage to take our place in the front ranks of the battle for better educational opportunities for all people. There is no evidence that the standard of living has been lowered by the cost of education. On the other hand there is every indication that it has been raised. So long as this is true there is no cause for alarm over the present percentage of our national income given to education.

4. We note with satisfaction the growing tendency to place schoolhouse planning under the direct control of the superintendent of instruction. Such an adjustment of relationships must ultimately make for efficiency and eliminate waste, provided school administrators acquire the expert training and knowledge necessary to meet the new responsibility. We believe that with intelligent educational guidance architects can and will erect efficient and also artistic buildings without excessive expenditure of funds.

5. The committee feels that the issue presented by this question cannot be satisfactorily met by arbitrary systems of selection and elimination. Institutions and systems themselves as well as people must be tested. Until this is done we do not know what the possibilities are. In the meantime it is more constructive to give the benefits of doubts to human beings rather than to systems which are likely to be overly traditionalized. In the final analysis this is the problem of making scientific adjustment to all types of people. In all probability the higher educational institutions will have to continue to make broader adaptations to individual differences among ever

increasing numbers. Our American schools should not revert to a caste system philosophy. Caste systems have had ample time in which to prove their superiority, but what have they to show for themselves? Our school system is young, but it is based on the most persistent ideals we know of, the ideals of democracy.

The elementary school has been well established on this ideal. But let us not forget that this was not accomplished without a bitter battle. The same forces in the main which now are so alarmed over the growth of our higher schools fought the establishment of the free tax-supported elementary school. It has always been so. Our profession should lead the battle for ever better educational opportunities for all the people.

6. Effective methods of publicity should be devised of such a character as would serve to bridge the gap between the policies of education as conceived and formulated in harmony with modern life, and the concept of public schools possessed by those who received their schooling under conditions much different from those which now prevail.

7. The magnitude of modern educational systems and their importance as factors in the economic and governmental life of the nation have brought into existence conditions which are full of hazards. Strong temptation has arisen in many quarters to exploit the schools for purposes entirely foreign to their true function, which is the education of the children. Schools should be administered on the basis of sound and scientifically established principles. The administration of schools upon this basis should be safeguarded by statute against assault by any agencies which aim to utilize the machinery of the schools for purposes other than those of education.

We believe that there are many instances of interference with schools due to the conception that the management of education is subject to the spoils system in partisan politics. Protective measures against the baneful results of such a misconception can properly be urged in view of the decisions rendered by the supreme courts of many states, which decisions have declared in unequivocal terms that boards of education are independent bodies created under the authority of the state with independent responsibility for the conduct of the schools and that such boards and their officers must not be made subject in any of their operations to the caprices of local partisan control.

8. Technics of curriculum making are professional tasks. General objectives and policies should, in the final analysis, be decided by lay bodies having been chosen by the public for that purpose, but technics by which such objectives may be met and such policies carried out should be constructed by those professionally trained for this service. Enactments by state legislatures, frequently the result of high pressure lobbying

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methods used by well-organized minorities, are likely to violate this principle.

The public should be warned against the danger involved in curriculum making by state legislatures and every effort made to see that this vital function is conceived of as a professional service under the general limitation above stated.

9. It is recognized that an inquality in educational opportunity exists between rural and urban education. We state our belief that educational advantages available to rural children should be equivalent to those offered children in cities and towns and we recommend that definite steps be taken to make an appreciable approach to such equalization.

10. Appreciating the co-operation now existing between the Bureau of Education and the Bureau of Naturalization, and recognizing that training for citizenship is a phase of adult education necessary for candidates seeking naturalization, the need of closer co-ordination of effort on the part of the Federal Bureau of Naturalization, the local courts, and the public school appears urgent. There should be a closer alignment of these three agencies to the end that the requirements for admission to American citizenship shall include a reading as well as a speaking knowledge of English and that there shall be an appreciable understanding of American history, American institutions, and American ideals on the part of aliens seeking citizenship in the United States of America. These standards should be nation-wide.

11. In view of the influence that the radio is coming to have on school life it is suggested that the executive committee of the Department of Superintendence consider the practicability of appointing a committee to study the problem of perfecting an organization which will prepare and broadcast educational programs for school use.

12. For the delightful hospitality and efficient management that have made this fifty-eighth annual meeting of the Department of Superintendence a notable success we extend our cordial thanks to the state of Massachusetts, to the Governor, to the Mayor, to the city of Boston and its citizens, to the officials, teachers, and pupils of the schools, to the churches, to the public press, and to all the many individuals and organizations that have so effectively given of their best efforts in our behalf.

Members of the Committee on Resolutions were: A. L. Threlkeld, superintendent of schools, Denver, Colorado, chairman; J. R. Barton, superintendent of schools, Oklahoma City, Oklahoma; Commissioner A. B. Meredith, State Department of Education, Hartford, Connecticut; Charles L. Spain, deputy superintendent of schools, Detroit, Michigan; Estaline Wilson, assistant superintendent of schools, Toledo, Ohio; Dr. John W. Withers, dean, school of education, New York University, New York City; Miss Ada York, county superintendent of schools, San Diego County, California.

Team Work

By EDGAR A. GUEST

It's all very well to have courage and skill
  And it's fine to be counted a star,
But the single deed with its touch of thrill
  Doesn't tell us the man you are;
For there's no lone hand in the game we play,
  We must work to a bigger scheme,
And the thing that counts in the world today
  Is, How do you pull with the team?

They may sound your praise and call you great,
  They may single you out for fame,
But you must work with your running mate
  Or you'll never win the game;
For never the work of life is done
  By the man with a selfish dream,
For the battle is lost or the battle is won
  By the spirit of the team.

You may think it fine to be praised for skill,
  But a greater thing to do
Is to set your mind and set your will
  On the goal that's just in view;
It's helping your fellowman to score
  When his chances hopeless seem;
It's forgetting self till the game is o'er
  And fighting for the team.

—Public School Bulletin

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

His Ancient Unforgiving Self

Part I.

A conqueror once sat in his great tent with his loyal generals about him. He was in high spirits, for the fortune of war had favored him, and his enemy, even then, lay in iron chains within his spear's reach. "Have I not risen," said he, "like the morning sun, my name shining in new lustre over all this land?" "Your words are true," said one of his oldest generals. "Under heaven there is none like you at this hour. Death and life hang on your word. The people tremble. What more could mortal man desire in this world of ever-changing things?" The king laughed. "Let us amuse ourselves," said he. "I shall play a game with you. You shall set the task and I shall do it. Yea, even if you ask me to turn this river from its bed, or bow the proud peak of that high hill, I swear I shall best you at the game. Let there be but one condition. You shall desire nothing for yourself except that which will improve the kingdom over which we rule." Then sat the generals in deep thought. "Sire," said one, at last, "it is useless to ask that you bring water to yon arid plain we passed over at the dawn. I can see the soldiers, like black, glistening ants, digging the ditches as I ask. It is useless to ask you to heap this tent with gold and pearls, for again I see the soldiers filing in and out until your will is done. There is nought that I can think of that you cannot easily do." "Sire," said the second general, "I feel the same. You are the winner even before the game is played," but the third general lifted up his eyes and smiled. "Sire," said he, "at my mother's knee I learned the task that you, with all your greatness, cannot do and still remain the conqueror." "Speak out, my friend," commanded the king. "Here is a challenge, for I never knew idle words to cross your lips." The general smiled. "Bring in the captive king," said he to the guards, and when the captive stood, downcast in spirit, before the throne, the general addressed the conqueror. "Now, O Master," said he, "here is the test. Smile on your enemy even as you, this moment, smiled on me, your trusted friend."

(To be continued.)

His Ancient Unforgiving Self

Part II.

There was silence in the great tent. The smile on the conqueror's face faded like the sun passing into heavy clouds. A deep frown settled upon his brow. "You have tricked me," said he sternly. "You ask what no mortal man can do, for who ever heard, in all the history of this earth, of a man who could smile upon his enemy as on his friend?" "Sire," said the general, "my fellows here shall judge. I ask nothing for myself and nothing but what shall make our kingdom greater than it is." "His words are true," said all the other generals. "Can our master meet the test and remain a conqueror?" For a long hour the king sat with his chin upon his palm, then he lifted up his head, and all about saw in his eyes the battle light that had so often led his armies on to victory. "Tomorrow," said he, "at dawn I planned to strike off this fellow's head. So would I have proven myself his conqueror. But I have taken thought on many things and I have journeyed far in the last hour, and I have seen one mightier than myself and I have found myself fallen into mighty hands, shut up in a desolate dungeon, where the white light of mercy seldom falls. But behold, I have seen, also, one of my generals advancing across the plains to rescue me. No armies followed him, no horses nor elephants, but about him flew the bright cohorts of a million smiles before whose winged arrows the armies of the enemy turned and fled. And I saw further and again I was a conqueror, and my ancient enemy lay in the dust beneath my heel." "The king is mad," whispered one general to the other, but the conqueror stood up and walked to the captive king and lifted him from his knees and with his own hands struck off his irons. "Friend," said he, "come sit with me upon the throne as befits a king," and as he spoke he smiled, and the generals rose up shouting in joy, for the smile was one bestowed only on a friend. "The king wins," cried the third general, "and he still is conqueror, for he has overthrown his ancient unforgiving self."

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The Shadow of the Stranger

In far-off India a beggar sat beside the dusty yellow road and cooked his handful of rice over a small fire. He was hungry, for he had eaten nothing since the day before. As he stirred the dark wild rice in the copper vessel he licked his thin lips and smiled. Just as the rice was cooked a traveler from a foreign land came by. The sight of the beggar by the side of the road amused him. He stopped and came near. The beggar rose and waved him away. The man did not understand and continued to approach until his shadow fell across the copper vessel and the boiling rice within. With a snarl of rage the beggar kicked the copper vessel from the fire and spilled its contents in the dust, then turned and walked haughtily away. The traveler beckoned to his guide. "What happened to the old fellow?" he asked. "You cast your shadow over his food," said the guide. "Well, what of it?" said the man. "Did my shadow spoil it?" "Exactly," answered the guide. "No shadow of an unbeliever is allowed to fall upon the food of the faithful. Your shadow, according to the beggar's thought, made his food unclean."

This is a true story in more ways than one. People in parts of India do think that way. They think that way so earnestly that they would rather starve than eat food upon which has fallen the shadow of the stranger. But are the people of this Western country entirely free from superstitions that are just as queer and foolish?

How many people do we find about us who look down on persons of another race or religion? Such people are exactly like the old Indian beggar. They sit by the roadside of life preparing their little meal of spiritual food. They are hungry for the food, for very few of us really get enough to keep our spirits well and happy. Then comes the stranger. His hateful shadow falls across the food. In anger at the stranger's shadow the beggar rises and upsets his pot. The world is full of shadows darkening the lives of men. Back of each shadow is some very real and valuable thing. If we go hungry when the shadows fall it is because we ourselves upset the golden pots which hold our spiritual food. How sweet that food would taste, how full of life and joy and strength, if, instead of rising up in anger at the passing of our brother's shadow we reached forth a hand and stopped him there beside the road, saying: "Come, brother, behold the food is ready! Sit down with me in fellowship and eat."

The Wishing Stone

(From the Celtic)

Mrs. Crony was on her way to the wishing stone. She passed, just at twilight, the church on the hill, and the sun was red on the high golden cross; she passed, just at dusk, the old stone bridge, and the shadows were huddled below, listening to the whispers of the dark stream; she passed, just at fall

of night, the Druid oak, and a white owl sat like an old lady hunched up on a long twisty branch. Mrs. Crony shivered and hurried by and went on through the low graveyard gate, by the silent stones and the silent mounds to the spot where the wishing stone squatted like a queer, silent toad. A very slim, yellow sickle of a moon swung in the east with a blue star caught in its sweep. Mrs. Crony looked at it, shivered a little more, and said to herself: "This is the night, for the sickle of the new moon has cut down a forget-me-not in the hardens of heaven. Surely this night the promise will come true, 'Sometime between moonrise and sunrise a wish shall be granted.'" So saying, Mrs. Crony began to wish. "May my son become a king!" she cried softly. "May my son become a king!" Without the loss of a second she wished on and on till the new moon swung under the cross on the church. Just then queer, ghostly figures danced on the green off to the right. "I shall not be frightened by all the dancing worries in the world," said Mrs. Crony, and she repeated faster than ever: "May my son become a king." She wished on and on until the new moon swung under the long twisty branch of the Druid oak. Just then the white owl ruffled his features and blinked his glowing red eyes. "I shall not be frightened by all the terrors of the world," said Mrs. Crony, and wished on and on until the new moon swung right over her head. Just then pale lights rose out of the marsh below and joined long droppy arms and danced back and forth very slowly between the stems of the tall reeds. "I shall not be led away by all the false promises in the world," said Mrs. Crony and she repeated faster than ever: "May my son become a king!" Just when the new moon went under a cloud and the cross on the church was no more to be seen, and the Druid oak looked snaky against the sky, and only the pale fires danced on the marsh below, something moved close to Mrs. Crony. Something white moved slowly towards her. It had cloven feet and twisty horns and eyes that gleamed like dying coals. Mrs. Crony clutched her shawl over her breast and stared. The white thing came to her very knees and laid its silver whiskers in her lap. "May the Old Harry break your neck," cried Mrs. Crony, and just as she said the words the wishing time had come. Her wish was granted; her poor, old faithful goat fell down dead with his neck broken right off close to his shoulders.

Mrs. Crony groaned. "Sure, it's an unlucky woman I am," she said, "to be led away from my good wishes by a poor old goat. I didn't mind the dancing worries nor the ruffled terrors nor the lying promises in the marsh; not one of these did I mind; sure, the cause of my failure came out of my own dooryard; I raised it with my own hand; I taught it to follow me about, and it has followed me here to the wishing stone, and broken up the chain of my wishes at just the wrong time."

With that Mrs. Crony slung the goat over her left shoulder and, with her right hand clutching the horn of the goat's head, went back beneath the Druid oak and over the low bridge and under the cross to her own thatched home at the bend of the road.

Bags of Sunshine

(From the Swiss)

The beautiful little village of Merlingen reflects its quaint red roofs and delicate steeples in the blue waters of the Lake of Thun. Here, once upon a time, a fool sat in the mayor's chair and carried on the business of the village. Of course every one knew he was a fool, but just the same, because he was a good talker and a wise looker and had such a serious face, he was elected to office year after year, and obeyed as perfectly as though he had been a much wiser and greater man. When the time came to build the new City Hall of course the fool sat at the head of the table and rapped for order, and did all the talking and planning himself, and when any one offered a suggestion the fool merely lifted his voice and went on talking, and so overwhelming were his words that in the end every one nodded a sleepy head and agreed to whatever he proposed. Thus it came about that when the plans were all made, no one noticed that not one window was called for in the contract, and since of course windows cost money, and since, of course, the builder thought the councilmen at least knew their business, he said nothing about the matter, but went right on putting stone over stone until at last the roof was laid in place and the great City Hall finished even to the laying of the long carpet in the Council room. On the day of the grand opening the mayor and his councilmen went early to see that everything was in order, but, though the sun shone brightly without, the chamber within was as dark as pitch.

"Throw open the windows," said the Mayor.

"There are no windows," said the builder.

"No windows?" cried the fool, "how is that?"

"No windows are called for in the plans," said the builder; and sure enough, though the Mayor and his councilmen looked with a spy glass, no windows could be found called for on any side of the great building.

"This is a sad mess," said a councilman.

"It is what we get for being guided by a fool," said another.

"You got us into it," said another, addressing the Mayor, himself, "Now show your great wit by lighting this chamber so we will no longer stumble over our own feet."

Of course the Mayor was worried. He sat in his huge chair and by the light of a candle scratched his head first on one side and then on the other. At last he sprang up.

"I have it," he cried. "Get you gone at once and bring back, each of you, a big grain sack." So saying, he smiled wisely and nodded his head for an hour until every one of the councilmen had returned with a sack. "It is the simplest thing in the world," said the Mayor, "to light this or any other dark place. Why did I not think of it before? How it would have saved candles in my own cellar, but alas, that is the way it is. Great thoughts are lowly born, like mountains and deep seas. But all is well now. Pack up your sacks and come with me. The mayor led the councilmen out of the City Hall through the crowded street into the fields beyond. "Now open your sacks," said he, "and fill them to the very brim with sunlight! Now close the top tightly and carry all carefully into the dark chamber."

"What sort of business is this?" cried one councilman, but he filled his sack just the same and followed the rest.

"Now," cried the Mayor, when they had all entered the dark room, "here are forty bags of sunlight.. You filled them yourselves with sun enough to light a whole city. I promise you in one moment we shall have all the light we need or I am no Mayor from this day forth. Open and let out the light!"

Of course, the inside of each sack was as dark as the outside, and a groan of dismay spread from throat to throat.

"Alas," cried one man at last, "this comes of listening to a fool." "Let us duck the miserable wretch in the waters of Lake Thun." But when they struck lights to look for him the Mayor was gone, leaving wiser and sadder men to undo his miserable folly.

Education

"Each day I learn more
Than I teach;
I learn that half knowledge of another's life
Leads to false judgment;
I learn that there is a surprising kinship
In human nature;
I learn that it's a wise father who knows his own son;
I learn that what we expect we get;
I learn that there's more good than evil in this world;
That age is a question of spirit;
That youth is the best of life
No matter how numerous its years;
I learn how much there is to learn."
—Virginia Church, in "Teachers Are People."

EDUCATION IN ACTION

Schoolhouses Applied To Community Uses

Use of schoolhouses in the United States as centres for social, recreational, and community purposes increased fifty-five per cent. during the four-year period 1919-20 to 1923-24. Definite provision by law has been made in thirty-two states for use of school buildings as centres for community activities, and it is permitted in other states. Two-thirds of the 722 places in which standard centres were reported have fewer than 5,000 inhabitants each, but two-thirds of the 1,569 centres were in cities of greater size. Of the large cities reporting such use New York stands first with 138 school centres, Detroit next with 49, Cleveland 30, Pittsburgh 25, Buffalo 22, Grand Rapids 21, Fort Wayne and Cincinnati 20 each, Chicago 18, Washington City 17, Duluth 13, Milwaukee 12, Boston and Newark 11 each, and St. Louis and Lincoln, Nebr., 10 each.

Schoolhouse on Skids Goes Around to Pupils

Transitory population worried the Belt, Montana, school board, until someone hit upon the idea of erecting a schoolhouse that could be shunted around wherever the children were thickest. But how to build it was the question. It was finally erected in three sections, on skids, and now, as the necessity arises, a tractor is hooked on to each section and merrily the schoolhouse rolls away, Belt is a community of renter-farmers and they move frequently.

Georgia Campaigns Against Diphtheria

In a campaign against diphtheria in Georgia about 125,000 children were immunized through co-operation of the school authorities, the state board of health, and parent-teacher associations. About 50,000 of the children were treated privately. The State Laboratory distributed 76,555 cubic centimeters of toxin-antitoxin and 7,650 Schick tests to determine immunity against the disease.

High Praise For British Schools

Dr. Cyril Norwood, headmaster of the celebrated Harrow School, England, which numbers Byron and many other notables among its graduates, thinks British public schools are the best in the world and far superior to schools of similar character in the United States. "In the United States I have found men remember their college or university, but never discuss the school which prepared them for their university careers," said Dr. Norwood. "It is Harvard, Yale or Princeton that American university men speak of. Secondary schools pass entirely out of their lives. Englishmen who have been at Rugby or Harrow or Eton are always revisiting those schools and talking affectionately of the days they passed within their walls."

Dartmouth Fall Exams to Cease

Regular Fall examinations for admission to Dartmouth College will be discontinued according to an announcement made by President Ernest Martin Hopkins. These examinations have been held every year for applicants, and this action of the college authorities will go into effect after the fall of 1928. In doing away with this process of admission to Dartmouth the college thereby refuses any chance of entering to men who lack sufficient admission credits in the fall. E. Gordon Bill, dean of freshmen, explained this radical step by saying that the selective process of admission to Dartmouth, which has been in force since the fall of 1922, is working so well and men of such high scholastic calibre are being secured, that enough applicants have all the necessary credits by June of their final year in preparatory or high school. Thus the fall examinations, which are only a help to deficient students, are no longer vital to the process of admission.

More Women Than Men at Columbia

Women at Columbia University outnumber the men for the first time in the history of the institution, according to a report from Registrar Edward J. Grant. It was explained that the increase was caused in part by the large numbers in the graduate schools and in Teachers' College, where about 750 more women were enrolled last year than in the year preceding. During the last academic year a net total of 34,997 resident students were registered, as compared with 33,750 the year before and 16,783 in 1918. These figures include university extension and summer sessions.

Correspondence Instruction In Canadian Provinces

To meet educational needs of families living in remote parts of Manitoba, and of children unable on account of physical handicap to attend school, a system of correspondence instruction has been inaugurated by the provincial department of education. It is estimated that about every fourth person in the Province of Manitoba is seeking by study to reach a higher educational standard. In Saskatchewan, where an outpost's correspondence school has been maintained for two and a half years, enrollment has reached 247. It is believed that about twenty per cent. of the students are of foreign extraction.

Music in Schools Getting More Attention

Professor Peter D. Dykema, professor of music, Teachers' College, Columbia University, forecast, in a recent talk on the problems of getting the individual child interested in music, that music will weave a more and more prominent figure in the educational fabric during the next decade. "The average man and woman, educated by the radio and the phonograph, knows more music today than did the ordinary music teacher in the schools of twenty-five years ago," he said. "Parents are thus demanding that their children be taught more music. But until recently the general educator has continued to give this subject to his classes for seventy-five minutes each week, the prescribed time that has held during the last quarter of a century. Music educators now see in music a means of character formation, and talk of it in terms of team play."

Rural High Schools Develop Shop Work

The growth of consolidated and union high schools during the past two years has given a decided impetus to the development of industrial school courses in the rural districts. Larger enrollments per school, together with the increased amount of money available for physical equipment, make it possible for the first time to offer shop work to pupils in many rural communities. Some of these consolidated schools have erected a separate shop building and have installed equipment for types of work best suited to meet the needs of the community. In addition there is usually provided an elementary course in manual arts, frequently on the general shop plan, to serve the exploratory and developmental objectives of general education, declares Maris M. Proffitt, specialist in industrial education for the Federal Bureau of Education.

Co-Ed Schools Unsuccessful

Because of lack of success of co-educational schools in Peru a law has been passed prohibiting this type of education. Secondary schools for girls only have recently been established in Lima, Cajamarca, Hauras, Trujillo, and Puno.

"Womanly" Women Aim of New College

The development of "womanly" women will be the aim of Bennington College, Bennington, Vt., which will be opened in 1929, according to its president, Dr. Robert Devore Leigh. "Despite the increasing number of women who are entering vocations and professions in competition with men, it is recognized that there are many points of difference between their natural interests and needs," he said. "Bennington College aims to develop a curriculum which will make available to women a higher education which will be truly their own. The majority seek culture and special experiences of value to them as women, rather than a formal foundation for further study in a graduate or professional school."

Scientists Note Baby's Every Act

Every action of eleven-year-old Harriet Kallen is being studied by a group of scientists, including her father and mother, in the interest of an increased knowledge of child psychology. Harriet's father, Dr. Horace M. Kallen, is lecturer in philosophy and esthetics at the new school for social research in New York City. He is particularly concerned with his daughter's infantile curiosities. Her mother, a director of the Friendship farm camp, near Danbury, Conn., studies Harriet's laughter. Professor John B. Watson, of Columbia University, is studying the child's serious emotions, and Professor Edward B. Holt, of Princeton, her physiological aspects, while Silas Bent, a newspaper man, is expected to record the impressions gained by the others. Mrs. Kallen believes that the formation of a child's habits start at birth, and that character is formed by the time she is two years old.

Fixes Rights of Jews In Montreal Schools

The Privy Council in London has affirmed the decision of the Supreme Court of Canada that the Jews of Montreal had no right to representation on the Protestant School Board of that city. However, the London body amended the Canadian court's decision by declaring that the act which permits Jewish children to attend Protestant schools contains nothing to prevent a Jew from serving on the board if appointed. At present the administration of the schools in the Province of Quebec is divided between Catholics and Protestants, non-Christians not being provided for in such administration. One of the objects of the appeal to the Privy Council, the highest court of the empire, was to clarify the constitutional obscurities relating to education in Quebec. The council held that the division of the school administration between Protestants and Catholics did not mean that the Provincial Legislature was henceforth powerless to set up new educational machinery. It ruled that there was nothing to prevent a system of schools being established for non-Christians.

Now Janitor at School Which He Helped Start

"Humpty Joeb" years ago walked twenty miles over rough Kentucky mountain roads to Troublesome Creek to confer with Alice Spencer Lloyd, offering to donate property and otherwise aid if she would establish a community centre school at Caney Creek, Ky. She did. Now "Humpty Joeb" is janitor of the school, though aged and gray. He has seen his wishes carried out and opportunities given for the education of mountain boys and girls.

School Expenses in N. H. Show Decrease

Total expenditures for public education in New Hampshire, including elementary, secondary, normal schools and mother's aid, in 1926-27 were $7,298,454.02 as compared to $7,933,688.72 in 1925-26, it was reported by the State Board of Education, through Ernest W. Butterfield, its secretary. The current expenditure per pupil in all elementary and secondary schools showed an increase, however, from $83.84 in 1925-26 to $85.88 in 1926-27. This is the first year since the World War in which a decrease in total expenditures over the previous year has been shown.

Two Languages For Tiny Pupils

The children of Alsace and Lorraine henceforth will begin to study the German language in their second year in the primary schools—that is when they are about seven years old. From that time onward their young minds will be burdened with the obligation of becoming conversant with two modern languages at once—French and German. The pupils of these frontier provinces in receiving the favor of a broader curriculum at such an early age will be contributing to the solution of a serious political problem. The French Government insists that the primary language of the provinces shall be French. The inhabitants may continue to use their local dialects, though it is regarded as more important that they know high German as a secondary tongue. They may learn any other languages they please, but the Government means to do all it can to make French the prevailing, as well as the official, speech. The child enters the school at the age of six and for a year and a half is taught French. After that he starts his German, going on, of course, with his French.

Publicity, Not Morals of Undergraduates, Is Changed

Publicity, and not the morals of college students, is what has changed in the last generation, Dr. H. M. Wriston, president of Lawrence College, Appleton, Wis., recently declared. "Back in 1910 morals of college students were not considered news," he explained. "In those days it wasn't news if a college student got drunk and tipped over his sleigh in a snow bank when returning from a party. Today, if a student gets drunk and tips over his automobile he usually hits something—and it's news." Even if the co-eds of Lawrence smoke it is not a problem for the school, according to Dr. Wriston. Smoking is not a matter of morals; it is a matter of habit, of inclination and taste, and at Lawrence it is no problem, Dr. Wriston avows.

Rural Schools Aim To Reduce Illiteracy

An additional 1,384 rural schools will be established throughout Mexico during 1928, according to the record approved by President P. Elias Calles. Mexico has 3,433 of this type of institutions in operation during 1927, which will make the total 4,817 at the end of the year. The number of school inspectors, to increase teaching efficiency, will be raised from 93 to 117. The results which have been obtained thus far from rural schools have been gratifying, according to the Secretariat of Public Education, and with the added number of schools the rate of illiteracy among the indigenous population of Mexico will be materially decreased. The rural schools work primarily with the ignorant country class, chiefly Indians.

Governor Does Jigs For Rural Students

Governor Hartley of Washington recently danced a jig for students of West Valley high school, a rural institution, to the orchestra accompaniment of "Turkey in the Straw." He then invited them to go to the state capital, Olympia, and "sit in a chair that cost $1,000." He promised to show them "through the Governor's office, which is filled with furniture valued at $40,000."

TREND OF THE TIMES

STATE LEGISLATURES carry the names of 126 women, according to a survey made by the National League of Women Voters. Only nine of the forty-eight state legislatures are meeting this year. In these there are nineteen women legislators. West Virginia has the first negro woman member of any legislature in the country. She was appointed to succeed her husband. Republicans more than double the number of Democrats. The 1928 total of 126 is a slight gain over the 1927 record, when 124 women answered the state legislative roll calls.

GAS MASKS are now being supplied to men, women and children inhabitants of Moscow, Leningrad and other Russian cities by the government. Instruction in the use of these "personal" gas masks is also given. "It is our duty to supply them not only to every soldier, but also to every working man and inhabitant of the districts behind the war front," declared Commissar of War Voroshilov.

AUTOMOBILES in use throughout the world on January 1, 1928, numbered 29,638,535, an increase of 7.7 per cent. over the previous year. A total of 2,111,297 automobiles were added to operation throughout the world in 1927, after deduction for replacements, of which about fifty-five per cent. were in the United States and forty-five per cent. in other countries. British East Africa has two motor vehicles for each adult white person while the United States has one automobile to each 5.1 persons.

BULLFIGHTS, one of the most ancient of all Castilian institutions, are being seriously threatened in Spain by modernism in the form of football, and already the latter may be said to be equally popular. Teams in Spain, from other parts of the continent and from South America have stimulated the sport amazingly, and it is as common a sight to see Spanish children kicking a small football about the alleys and byways and country fields as it is to see the same thing in England.

ONLY SERIOUS unfavorable features in the world economic situation in 1926 were the great coal strike in the United Kingdom, and the political and economic disturbances in China, according to the Department of Commerce Yearbook for Foreign Countries, recently released. For most countries the year 1926 witnessed a continuance of the recovery from the demoralization of the World War, and the post-war slump. Most countries have succeeded in stabilizing their currencies. Production of major agricultural, mineral and manufactured products of the world as a whole, and of most individual countries, now exceeds the pre-war volume.

BETTER LIVING conditions, better business and more attractive and agreeable cities are some of the results to be expected from modern city planning, according to a committee of nationally known men who have been studying the subject in co-operation with the United States Department of Commerce. A city or town is a place in which to live, to work and to play, and should be planned systematically, just as the location of buildings on a factory site is determined.

ARTISTIC TOUCH which the American people in recent years, and particularly in the closing months of 1927, have insisted on seeing in their automobiles, homes and furnishings, and other acquisitions, carries a very important meaning, according to Ray M. Hudson of the Bureau of Standards. "It means that America," he said, "is up on a new level of living, with a broader appreciation of the importance of style, art and beauty."

ESPIONAGE is again honeycombing Europe. Recent arrests of alleged spies include two in London, four in Paris, seven at Kovno and one in Copenhagen. The Soviets alone, it is reported, executed nearly 100 alleged British spies last year. Execution of other nationals would considerably swell this total. A great many spies are imprisoned in the various European countries. Strangely enough, it is declared, Geneva, where nearly fifty nations meet frequently every year to further the peace of the world, is infested with spies. Some have jobs in the city. Others visit.

ILLNESS brings physicians of the United States $1,500,000 daily, according to Miss Elizabeth G. Fox, director of the Public Health Nursing service of the American Red Cross. Two per cent. of the entire population, she said, is always incapacitated by illness, and more than half the population is suffering from some kind of ailment. She said that there were $5,000,000,000 worth of hospitals in the country, and that their daily maintenance cost was $3,000,000.

MACHINES on the farm are releasing more and more hands for other production. Since 1917, 300,000 American farms have been electrified, saving last year $30,000,000 labor costs; 45,000 reapers have replaced 130,000 hands, reducing by $1,725 the cost of cutting and threshing one square mile of wheat.

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The BOOK TABLE

SCIENCE OF ANIMAL LIFE. An Introduction to Zoology Treating of Animals, Their Structure, Development, Reaction to Their Environments, and Relation to Man. By William Morton Barrows, Sc.D., Ohio State University, Columbus. Cloth. Illustrated. 388 pages. Yonkers-on-Hudson, New York, and Chicago: World Book Company.

This interesting and important introduction to zoology is especially valuable because it comes when Michael Pupin's "The New Reformation" develops scientifically, as it has never been presented before, the fact that man spiritually is as scientific as is man physically, and he demonstrates this by tracing the development through seven units of civilization in 2,300 years of recorded history of physical science.

While Dr. Barrows has no such scientific relief map of the rise of man from the lower animal life he does trace man, the most versatile of all animals, from the lower forms of animal life, leading thereto directly and naturally.

We cannot imagine a child of nine years old and upward who will not be as fascinated with this book as with human biography. The story is brilliantly written and charmingly illuminated with pictures.

THE NATURE ALMANAC. A Handbook of Nature Education. Edited by Arthur Newton Pack, president, the American Nature Association, and E. Laurence Palmer, Cornell University. Cloth. 311 pages. Published by the American Nature Association, Washington, D. C.

"The Nature Almanac" is a brilliant complex of information, first for every month of the year, for every part of each month, then of many varieties of plants and animals, then of all varieties of organizations that are promoting nature study, and finally of every state in the Union and its plant and animal specialties.

THE SUNSHINE SCHOOL. By J. Mace Andress, Boston University, and Mabel C. Bragg, assistant superintendent, Newton, Mass. Illustrated by Kayren Draper and Cornelia J. Hoff. Cloth. 185 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

"The Story Series of Health," including also "A Journey to Health Land" and "The Boys and Girls of Wake-Up Town," makes a remarkable contribution to the various forces now at work for the promotion of the health of all boys and girls.

The school is no longer a prosy, dull place, but is a real joy. There are no picture books for the holidays that have as lovely pictures for little boys and girls as are the pictures in the Health Books for boys and girls in school.

Never in all the years have there been such charming school books to make children healthy and happy, keep clean and feel bright because they do right, make them want to eat the best things in the best way, and sleep enough to laugh cheerfully. Nothing shows how much the schools have improved the children as do the Health Books.

THE KINGDOM OF THE MIND. By June E. Downey, professor of Psychology, University of Wyoming. Young People's Shelf of Science. Edited by E. E. Slosson. Cloth. 207 pages. New York: The Macmillan Company.

We have followed the development of the vast variety of theories of the mind, philosophical, scientific, sensational, tricky and profound, and we have never found a presentation of the mind that is so captivating as "The Kingdom of the Mind," by June E. Downey.

Instead of writing about the book we quote a sample page:—

"It has not been an easy matter, as you may imagine, to get emotions into the laboratory, and experiment on them. It is harder to capture for experimental purposes an angry man than a white rat. So it has been necessary to try a good many things out on the dog, or sometimes on the cat!

"Dr. Cannon used a cat to find out what happens to the 'inside man' when angered. He X-Rayed the rhythmic, churning movement of the cat's stomach when normal digestion was going on, and discovered what happened when a barking dog was introduced into the laboratory during the digestive process. The churning stopped, the digestive juices ceased to flow, while the little adrenal glands near the kidneys began to release adrenalin into the blood, which in turn caused the liver to pour into the blood its supply of blood-sugar. These changes made the cat's heart beat faster and harder. It made its muscles stronger, and the hairs on its back and tail stand erect. The same sort of thing happens in the case of the angry man. He actually becomes stronger, ripe for a fight.

"If a taunt gets a boy's temper up, my! how he can fight, just because of the extra supply of adrenalin poured into the blood by the adrenal glands and because of the blood-sugar that's released."

A FIRST BOOK IN CHEMISTRY. By Robert H. Bradbury, A. M., Ph. D., South Philadelphia High School. Revised edition. Cloth. Illustrated. 685 pages. New York: D. Appleton and Company.

There is no industry that does not require a knowledge of chemistry at every turn. Domestic science is largely a branch of the science of chemistry. Boys and girls have infinitely more daily use for chemistry than for a large part of the things they have been learning from the sixth grade to the twelfth grade, and there is as much education in studying chemistry as in studying any other school subject, and Robert H. Bradbury's "A First Book in Chemistry" magnifies chemistry worth knowing and the value of studying chemistry.

Chemistry has the closest immediate relation to life and death of any school subject. Ignorance of gasoline and benzine or negligence in utilizing knowledge causes a thousand deaths and three thousand serious injuries in the United States each year. Few of these four thousand tragedies were due to any person who has studied modern chemistry.

PAUL REVERE AND HIS FAMOUS RIDE. By Charles C. Farrington, Bedford, Mass. Cloth. Illustrated. Published by the author.

This is the one historically reliable, amply illustrated, clearly presented, attractively written account of the life, character, associates of one of the most famous personalities of the British days in Massachusetts at the opening of hostilities in 1775-6, which is available for school use.

Mr. Farrington has rendered the schools a great service by providing a book on the Revolutionary War period without any traditional myths and without sacrificing any of the thrill and glory which belong to Boston, Lexington and Concord.

There has never been as great need of a book like this for universal use in school as there is today, and the schools should avail themselves of an opportunity to inspire the children of today with the glorious loyalty of a century and a half ago.

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GRINS BETWEEN GRINDS

His Early Start

Uncle Benjamin stood with his hands in his pockets, frowning upon his young nephew.

"I think you ought to be ashamed of yourself, my lad," he remarked. "Here's your sister, younger than you, carrying off all the prizes and certificates at school, whilst you get nothing."

"Oh," protested the nephew, "that's not fair, I've got one certificate you know."

"Really!" exclaimed his uncle. "I didn't know. What's it for?"

"For being born," was the calm retort.—Vancouver Province.

One Luxury at a Time

Mirandy—"Has you a radio at your house, Lindy?"

Lindy—"A radio!— lands no —alls I'se got is a wash line!"

Know It All

A freshman hesitated on the word connoisseur. The professor asked: "What would you call a man who pretends to know everything?"

The freshman answered: "A professor."

Pop Was Posted

"Did Noah have a wife, Pop?"

"Yes, and please don't bother me any more."

"What was her name, Pop?"

"Joan of Arc, of course. Mother, isn't it time for this young 'un to be in bed?"—Capper's Weekly.

Smart Guy

Hildegarde—"What's the meaning of the Greek letters on your pin?"

Joe—"They Sigma Phi nothing at all."—Michigan Gargoyle.

Thoughts Astray

"Why didn't you read your lesson over to yourself as I told you to?" asked Mary's mother.

"But I did," said Mary.

"Then why don't you know it better?"

"I suppose I wasn't listening to myself," explained Mary.

Unimportant

Helpful man (to motorist crawling out from an overturned car)—"Did you see the car that hit you? What was its number?"

Super-enthusiast—"Did I? I should say so! It was a 1927 straight eight, overhead camshaft, supercharged front wheel drive, flying Snorter, with a special racing body of Bullinger's. I didn't notice the number."—Punch, London.

No Temptation

A fourth grade teacher wrote to the parents of one of her pupils. "I am afraid that Robert is playing truant, and I would like your co-operation in securing a better attendance record from him."

Back that afternoon came the answer: "Dere Teacher. If Bobby is playing truant he didn't learn it at home. We are church peepul and hain't got a card in our house."—Vancouver Province.

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JOURNAL MAIL BAG

Editor, Journal of Education:—

The editorial entitled "Failure to Make Grades" appearing in your January 23 issue, and the editorial entitled "Failing Students" which appeared in the February 27 issue prompts me to make the following comment.

It is obvious that another fad has struck our educational system. Such a fad as *elimination* of failing students has been discussed for a number of years and adopted by some of our "progressive" school men, but few of us realized that the fad would spread as rapidly as it has. It is indeed wonderful what such descriptive terms as "up to the minute school system" and "modern system" will do to support a fad.

Of course we realize that a great deal may be done and has been done to reduce the number of failures, by the use of expert teachers, opportunity rooms, and other devices. Such a procedure is worth while. Many of us, however, will take exceptions to the statement that *all* failures should be eliminated. "A school year may even close in June with not a single pupil a repeater." Such a statement should not go unchallenged.

Your article believes that a boy should not be dubbed a failure if not endowed with an academic mind because he may be employing the valedictorian ten or fifteen years later. There is of course no distinct correlation between a pupil failing in a subject and a pupil failing in life later on. Such a view seems to indicate a revengeful attitude on the part of the teachers. There are very few teachers who, when failing a student, feel that he will fail all through life.

We cannot avoid the term failure. It exists everywhere in life. No doubt some of the educators who do not eliminate pupils by failure, do have occasion to turn down teachers because of failure to do the work. Why should we feel that a failure in any activity means a failure in all activities? Many a boy does and should fail in a subject such as Latin because of inability to grasp even the minimum fundamentals of the subject. He will, nevertheless, be successful in some other endeavors later on. We find, for example, many educators who are outright failures in this profession but who, no doubt, would be great successes as medicine-showmen, stock promoters or super-salesmen. A failure in one occupation does not mean a failure in another.

There is too great a tendency in the present-day philosophy of education to work towards perfection by reducing standards.

Even the various attempts made to divide the school work into block systems or the use of other systems permitting the pupil to continue the work as fast as his ability permits without repeating work is after all a make-shift plan to avoid the terms failure and repeater. If one child takes twelve years to do the work that the average child is able to do in eight years, that first child is a failure in his occupation, which happens to be at the time that of student. A servant girl who takes four hours to do the work the average girl will do in one hour might just as well change her occupation. Competition will eliminate her. She is a failure.

Let's not be afraid to use the term failure in school work. Only the supersensitive feel that this term will affect pupil's probable success. Let's not work for perfection by means of free will offerings. Let us continue to use the term failure and seek at the same time to reduce the probable number of failures as far as possible.

Very truly yours,

J. O. Johnson,
Principal.

Stillwater High School,
Stillwater, Minn.

Thirteen Twins in One School

February 17, 1928.

Editor, Journal of Education:—

I note on page 108 of your issue of February 13, a heading, "Thirteen Twins in One School," and that San Jacinto High School claims the "Twin Championship" of the United States.

San Jacino is doing finely, but this is a large country, and San Jacinto will have to go some to obtain the championship she claims. Lincoln Junior High School of Bridgeport, Conn., can match San Jacinto's thirteen twins.

Like San Jacinto's twins, our girls predominate in the ratio of fifteen to eleven, but the "doubles" are divided a little differently. Our twins appeared in the Bridgeport Times-Star early in January, and in the picture section of the New York Times and associated papers on Sunday, February 5.

Yours very truly,

Robert L. Zink,
Principal Lincoln School,
Bridgeport, Conn.

Editor, Journal of Education:—

I notice in a recent issue, in the School Problems that you spoke of leisure in connection with educating the children of our schools, but you did not mention music, so I am taking this opportunity to call your attention to the music that is being done in our schools, especially for the proper use of leisure. We now have four hundred children taking music lessons during the afternoon hours, outside of school time. These lessons are given

by music instructors in the school buildings through class instruction.

Very truly yours,
George C. Francis,
Superintendent of Schools,
Chelsea, Mass.

Americanization is Expensive

Enrollment of Mexicans for part-time instruction in the Americanization department of Santa Paula, Cal., Union High School increased from 830 in 1925-26 to 1,100 in 1926-27. The range in age of students was from sixteen to sixty, and more than thirty-six per cent. of those enrolled were women. Attendance, however, in both day and evening part-time classes is very irregular, making the cost of maintenance high as compared with other schools. The average daily attendance last year was only forty, yet two full-time teachers and from six to twelve assisting teachers are required for them. The cost of maintenance of the work in 1926-27 was about $240 per Mexican in average daily attendance.

The Camp Fire Girls

By Denis McCarthy

You'll know them by their sturdy tread,
The Camp Fire Girls,
Their eyes so bright, their cheeks so red,
The Camp Fire Girls,
You'll know them by their mirthful way,
Their zeal for work, their zest for play,
The cheerful things they do and say,
The Camp Fire Girls!

They're building for the future days,
The Camp Fire Girls,
When life on them its burden lays,
The Camp Fire Girls.
They're strengthening the hand and heart
With helpful thought and useful art
To play a woman's noblest part,
The Camp Fire Girls.

Then let us praise from shore to shore
The Camp Fire Girls,
And pray they'll prosper more and more,
The Camp Fire Girls.
God bless them for their eyes that shine,
Their cloudless brows, their faces fine,
God bless them for their dreams divine,
The Camp Fire Girls.

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